



EDUCATORS
SUMMIT

IMPROVING CRITIQUE OF GAME PROJECTS WITH EXPERT AND PEER FEEDBACK

MARTIN PICHLMAIR, ITU COPENHAGEN

JESSICA HAMMER, CARNEGIE MELLON UNIVERSITY

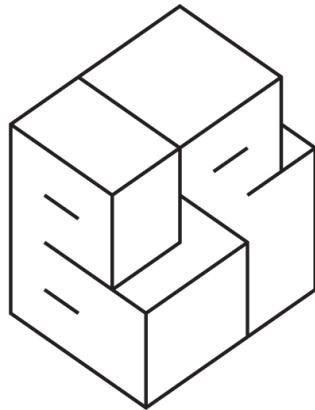
GDC

GAME DEVELOPERS CONFERENCE® | MARCH 19-23, 2018 | EXPO: MARCH 21-23, 2018 #GDC18





BROKENRULES





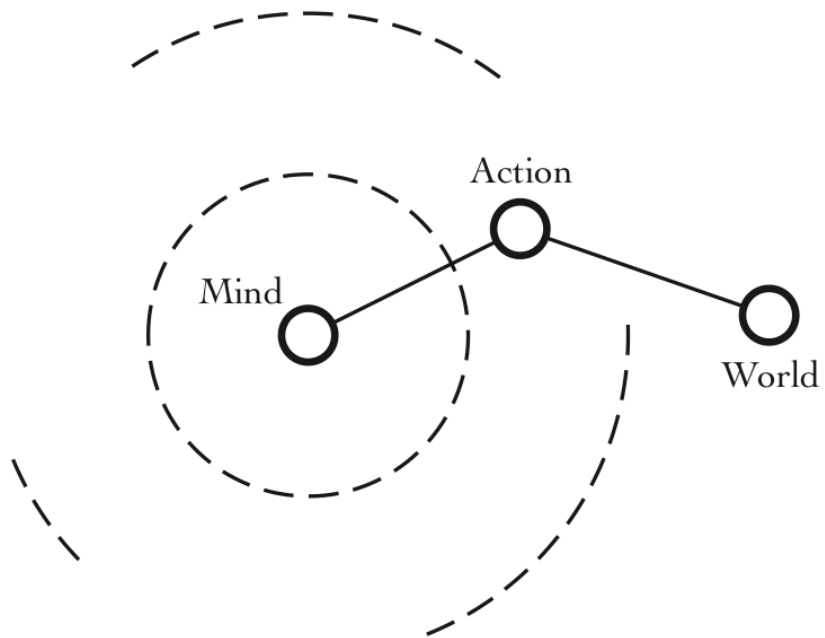
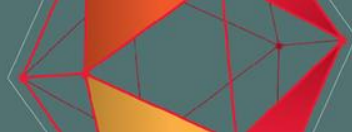
IT-UNIVERSITETET I KØBENHAVN



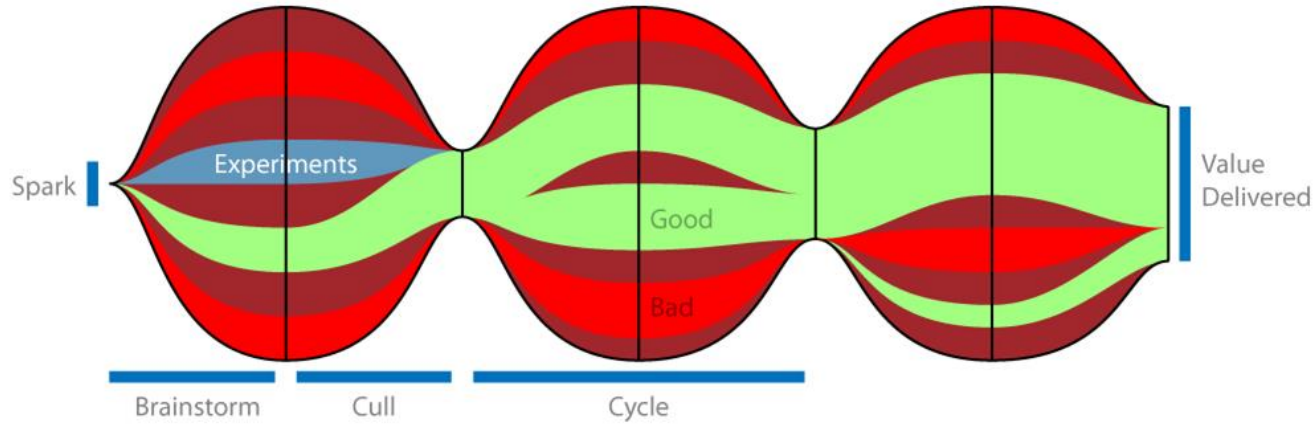


WHY IS CRITIQUE VALUABLE IN DESIGN AND DESIGN EDUCATION?











CRITICISE TO INSPIRE

- Introduce to new and fresh **perspectives**
- Force the student outside the **comfort zone**
- Inform about the **context** students are working in





CRITICISE TO SUPPORT

- Aid in making design **decisions**
- Help with **scoping, framing** and keeping direction
- **Motivate** the student





CRITICISE TO REFLECT

- Support student awareness in that design processes are often **messy** and that that's normal
- Demonstrate the student how to work as as critical **reflective practitioner** in a creative discipline
- Support students' **communication** abilities



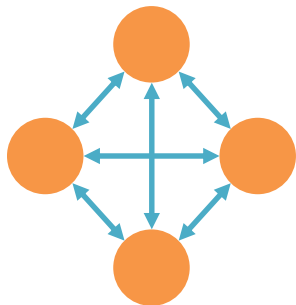
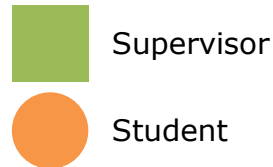


CRITICAL STRATEGIES

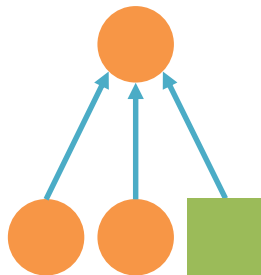




Formats for critique



Peer critique



Plenary critique



Supervision



Grading





ROLE OVER TIME

- Beginning: support opening the design space
- During development: support focusing
- After the project: support reflection on process





CHALLENGES IN EXPERT FEEDBACK AND HOW TO OVERCOME THEM







CHALLENGE 1

HAVING THE SAME GOALS





Students who want to only find out what you want from them — who **minimax** or **maximin** their grade

Students who **have not done anything** or feel* bad at what they are supposed to be doing

Students who are **not receptive** to what you tell them.





Students who want to only find out what you want from them — who **minimax** or **maximin** their grade

Ask questions to make the students critics of themselves.

Students who **have not done anything** or feel* bad at what they are supposed to be doing

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Feedback on work should **match the stage of development** that the work is in.





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Students who are **not receptive** to what you tell them.

Ask questions to make the students critics of themselves.

Feedback on work should **match the stage of development** that the work is in.

Ask them what their **core** question or design goal is.





1 Joost



RED TEAM SCORE: 0
BLUE TEAM SCORE: 0
FIRE MODE: CLASSIC
CLASS: DASH
HP: 120/400
GOLD: 1620
A small character icon is visible next to the HP and Gold values.





CHALLENGE 2 COMMUNICATION





Students who are **easily offended**

Students who are bad at
articulating what they have done

Students who are **easily**
demotivated





Students who are **easily offended**

Separate between critique
of the **product**, the **process**,
and the **designer**.

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Deliver positive and
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and on equal footing**.





Students who are **easily offended**

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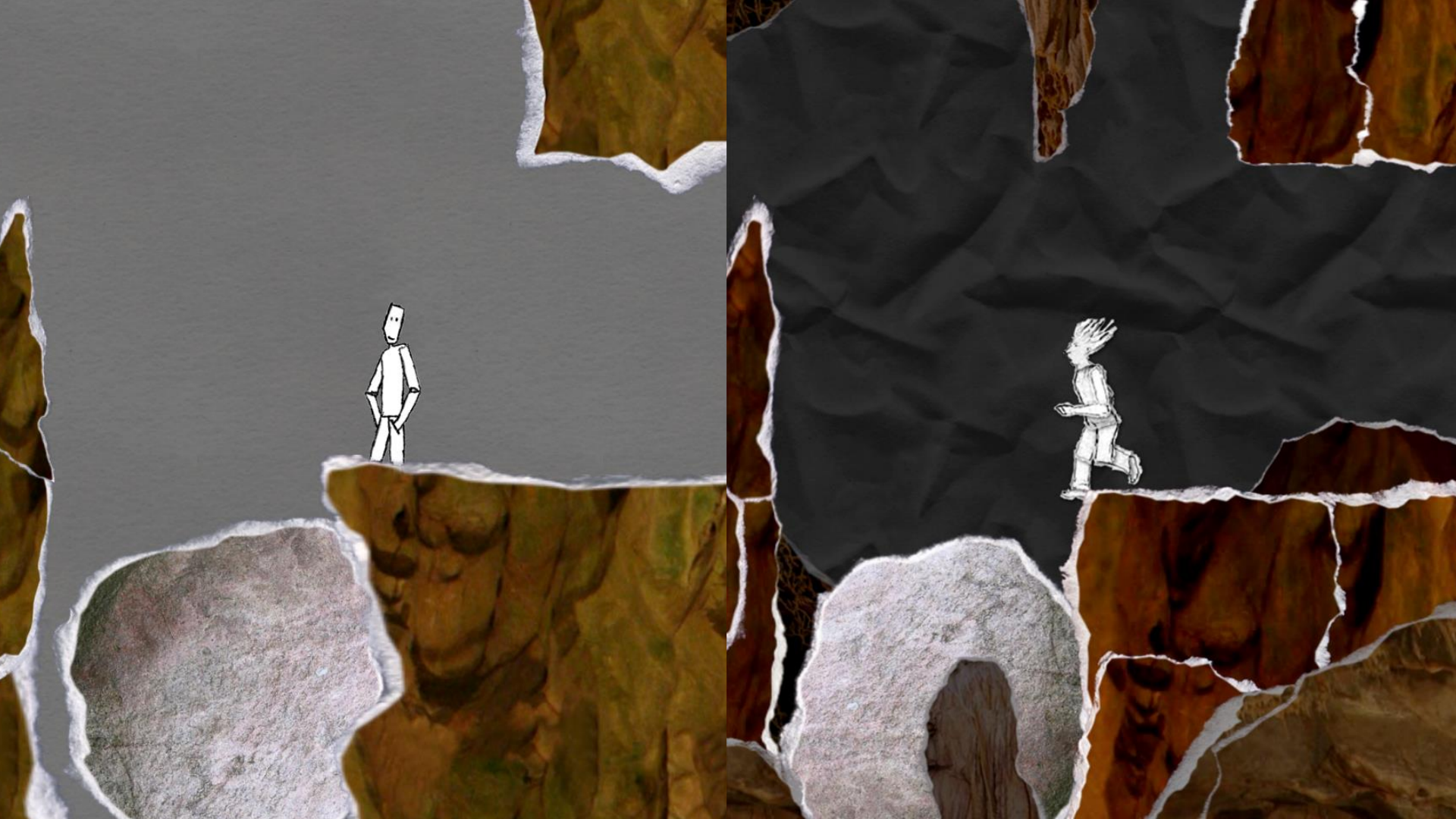
Students who are **easily demotivated**

Separate between critique
of the **product**, the **process**,
and the **designer**.

Deliver positive and
negative comments **directly**
and on equal footing.

Start with identifying **good points**, **before critique** to
not discourage.







CHALLENGE 3

THE PROCESS





How concrete should suggestions be?

How can the student move forward with feedback?

Should all feedback be based on models and guidelines revealed to students in advance?





How concrete should suggestions
be?

How can the student move
forward with feedback?

Should all feedback be based on
models and guidelines revealed
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Use concrete words,
**established reference
points** and industry
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How concrete should suggestions be?

How can the student move forward with feedback?

Use concrete words, **established reference points** and industry terminology.

Try to **align goals** with the student explicitly.

Should all feedback be based on models and guidelines revealed to students in advance?





How concrete should suggestions be?

How can the student move forward with feedback?

Should all feedback be based on models and guidelines revealed to students in advance?

Use concrete words, **established reference points** and industry terminology.

Try to **align goals** with the student explicitly.

Not necessarily but the **process** should be clearly communicated, if not.



b-cim
and yet it moves





CHALLENGE 4 YOU





What if I am getting **too involved**
in or attached to the project?

Impostor syndrome: who am I to
tell them what to do?

Your question





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Impostor syndrome: who am I to
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Your question

Give the students enough
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for their own works.



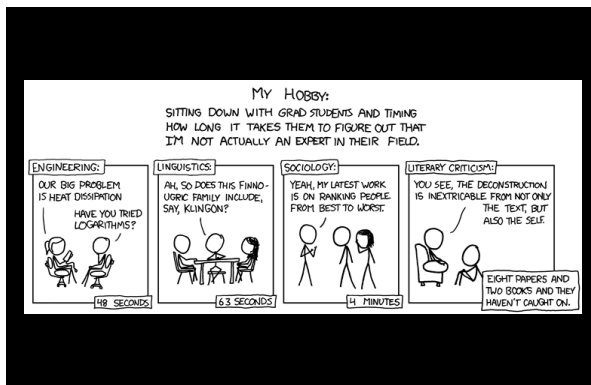


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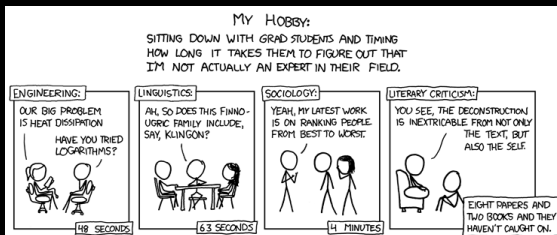


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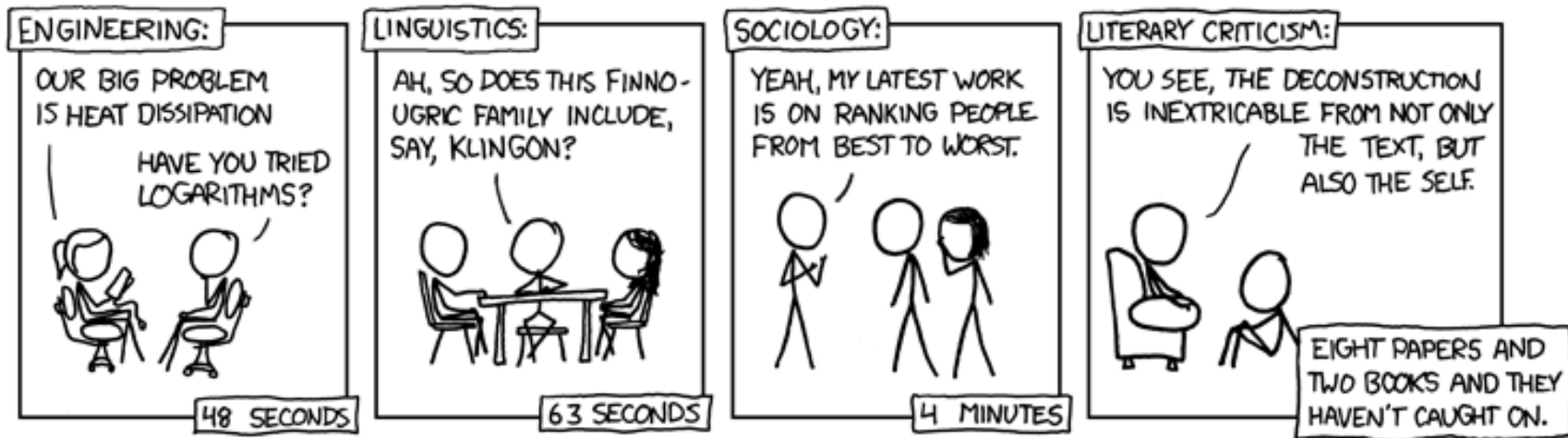
My answer





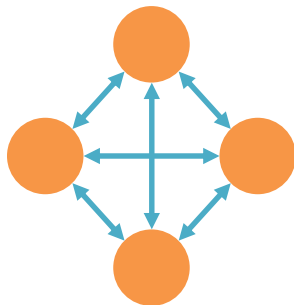
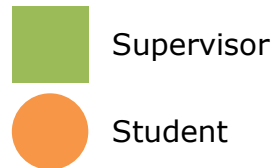
MY HOBBY:

SITTING DOWN WITH GRAD STUDENTS AND TIMING
HOW LONG IT TAKES THEM TO FIGURE OUT THAT
I'M NOT ACTUALLY AN EXPERT IN THEIR FIELD.

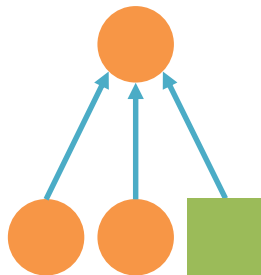




Formats for critique



Peer critique



Plenary critique



Supervision



Grading





PEER FEEDBACK



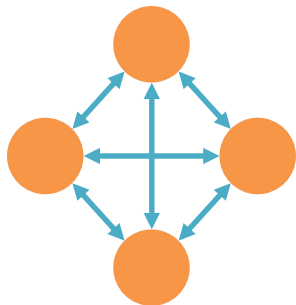
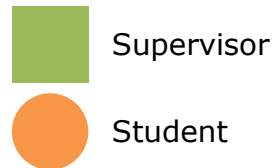


Jessica Hammer

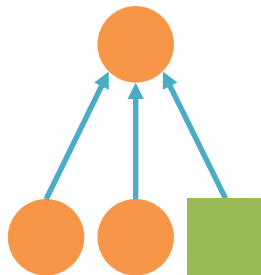




Formats for critique



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Plenary critique



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Why is peer feedback valuable?

| Who? | Role | Value |
|------------|-------------------|-------|
| Student | Feedback receiver | |
| | Feedback provider | |
| Instructor | | |





Why is peer feedback valuable?

| Who? | Role | Value |
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| Student | Feedback receiver | Improve self-assessment skills Easier to understand Diverse, copious, and timely |
| | Feedback provider | |
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| Student | Feedback receiver | Improve self-assessment skills Easier to understand Diverse, copious, and timely |
| | Feedback provider | Recognize high-quality work and internalize standards |
| Instructor | | Expose student reasoning and skills Can scale to larger classrooms |





Challenges of peer feedback

Engagement

Quality

Reflection





Challenges of peer feedback

Engagement

Quality

Reflection



Created by Creative Stall
from Noun Project





Challenges of peer feedback

Engagement

Quality

Reflection



Created by Rashida Luqman Kheriwala
from Noun Project



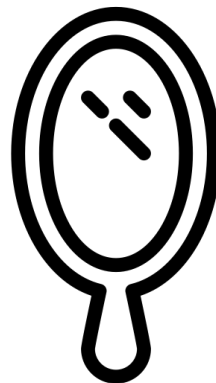


Challenges of peer feedback

Engagement

Quality

Reflection



Created by Ralf Schmitzer
from Noun Project





IMPROVING PEER FEEDBACK





IMPROVING PEER FEEDBACK AS AN END-TO-END PROCESS





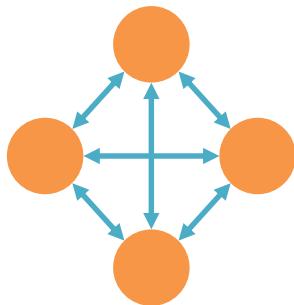
Formats for critique



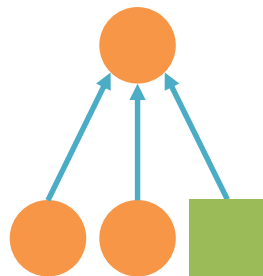
Supervisor



Student



Peer critique



Plenary critique





Formats for critique

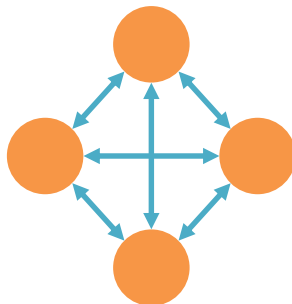


Supervisor

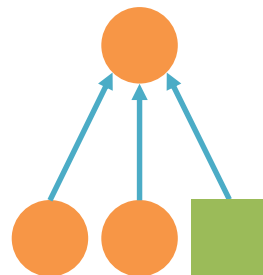


Student

Preparing
for
critique



Peer critique



Plenary critique

Reacting
to
critique





The EOTA Method




The PeerPresents System


◀ WAS ANY PART OF THE PRESENTATION CONFUSING OR UNCLEAR?

COMMENT

hammerj Aug 16 at 11:18
slide 22 looks like you are going to set up a comparison because points are so far apart - I was waiting to see other data appear in the gaps

AGREE 

aato Aug 16 at 11:17
slide 21 again you can make use of the slide title rhetorically. give the finding in a snippier way in the title

AGREE 



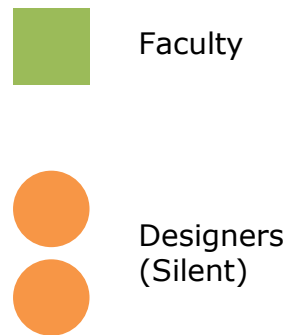
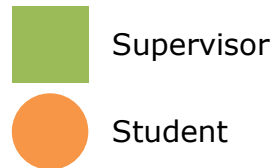
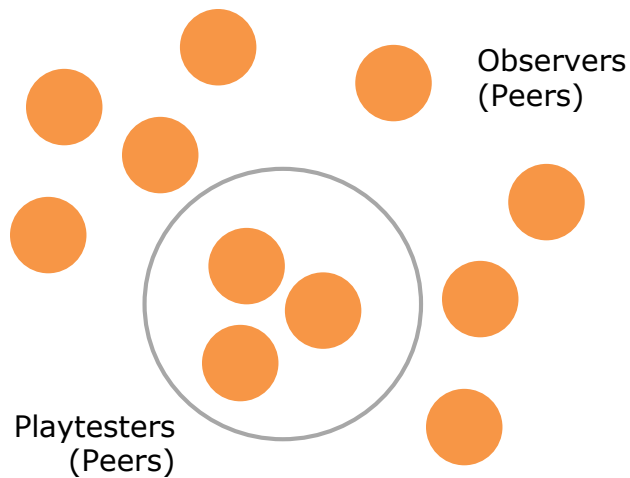


The EOTA Method





The EOTA Method





The EOTA Method

| | Engagement | Quality | Reflection |
|--|------------|---------|------------|
| Before feedback: All participants get norm-setting | | | |
| | | | |
| | | | |





Image: pexels.com





The EOTA Method

| | Engagement | Quality | Reflection |
|--|---------------------------|--|------------|
| Before feedback: All participants get norm-setting | Reduce fear of failure | Demonstrate high- and low-quality feedback | |
| | | | |
| | | | |





The EOTA Method

| | Engagement | Quality | Reflection |
|--|---------------------------|--|------------|
| Before feedback: All participants get norm-setting | Reduce fear of failure | Demonstrate high- and low-quality feedback | |
| During feedback: Providers use EOTA | | | |
| | | | |





The EOTA Method

Experiences

Only playtesters

Describe experiences during play

Observations

Playtesters & peers

Describe concrete and specific observations of others during play

Theories

Playtesters & peers

Develop theories to link experiences and observations

Advice

Playtesters & peers

Offer suggestions





The EOTA Method

| | Engagement | Quality | Reflection |
|---|--|---|--|
| Before feedback: All participants get norm-setting | Reduce fear of failure | Demonstrate high- and low-quality feedback | |
| During feedback: Providers use EOTA | Diversify participation and perspectives | Increase provision of justified and critical feedback | Provide many levels of data for teams to use |
| | | | |





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| After feedback: Receivers create process document | | | |





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YOU ARE
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Image: pixabay.com

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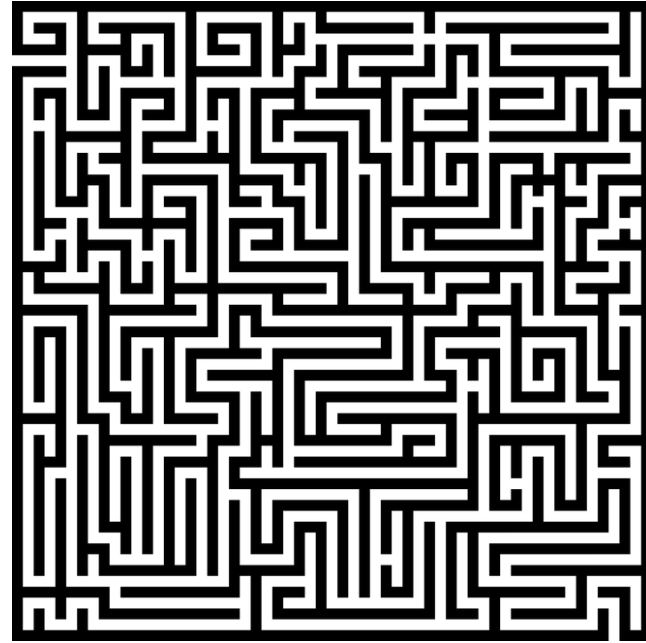


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UBM




The EOTA Method

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| During feedback: Providers use EOTA | Diversify participation and perspectives | Increase provision of justified and critical feedback | Provide many levels of data for teams to use |
| After feedback: Receivers create process document | | Select feedback to respond to | Requires reflection on feedback use |






The PeerPresents System

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The PeerPresents System



Amy Cook, CMU



Steven Dow, UCSD





The PeerPresents System

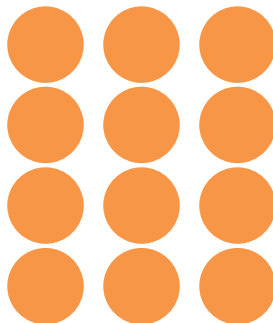


Supervisor

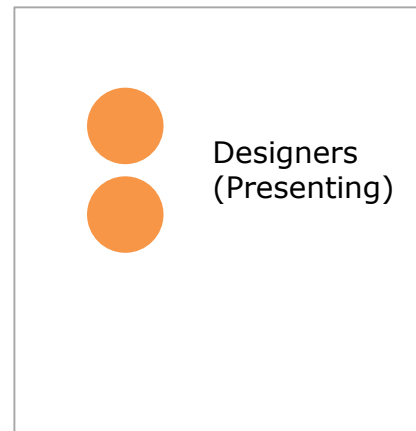


Student

Peers
(Using PeerPresents)



Faculty





The PeerPresents System

| | Engagement | Quality | Reflection |
|--|------------|---------|------------|
| Before feedback: Receivers write questions | | | |
| | | | |
| | | | |





The PeerPresents System

WHAT WOULD YOU LIKE TO HEAR ABOUT MORE? WHAT WOULD YOU LIKE TO HEAR ABOUT LESS?



WAS ANY PART OF THE PRESENTATION CONFUSING OR UNCLEAR?



PLEASE ADD YOUR GENERAL THOUGHTS, CRITIQUES, AND COMMENTS ABOUT THE PRESENTATION IN THE BOX BELOW.





The PeerPresents System

| | Engagement | Quality | Reflection |
|--|--------------------------|-----------------------------------|--------------------------------|
| Before feedback: Receivers write questions | Ownership of feedback | Elicit higher-quality feedback | Reflect on desired feedback |
| | | | |
| | | | |






The PeerPresents System

| | Engagement | Quality | Reflection |
|--|--------------------------|-----------------------------------|--------------------------------|
| Before feedback: Receivers write questions | Ownership of feedback | Elicit higher-quality feedback | Reflect on desired feedback |
| During feedback: Providers comment & vote | | | |
| | | | |






The PeerPresents System

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The PeerPresents System

| | Engagement | Quality | Reflection |
|---|-------------------------------|--------------------------------|---|
| Before feedback: Receivers write questions | Ownership of feedback | Elicit higher-quality feedback | Reflect on desired feedback |
| During feedback: Providers comment & vote | Multiple levels of engagement | | Capture all data, available to instructor |
| | | | |





The PeerPresents System

| | Engagement | Quality | Reflection |
|--|-------------------------------|--------------------------------|---|
| Before feedback: Receivers write questions | Ownership of feedback | Elicit higher-quality feedback | Reflect on desired feedback |
| During feedback: Providers comment & vote | Multiple levels of engagement | | Capture all data, available to instructor |
| After feedback: Receiver reflection process | | | |





The PeerPresents System

Sorted By Least Recent▼

FILTER AUTHORS

FILTER QUESTIONS

☒ all questions

☐ Please add your general thoughts, critiques, and comments about the presentation in the box below. (33)

☐ Was any part of the presentation confusing or unclear? (8)

☐ What would you like to hear about more? What would you like to hear about less? (7)

FILTER TAGS

☐ negative (1) X

☐ positive (1) X

Download Responses

hammerj - Aug 16, 2016 11:02 AM

Please add your general thoughts, critiques, and comments about the presentation in the box below.

Talk title is hilarious but should use PeerPresents in the subtitle at bare minimum

👍 0 +

evelyn - Aug 16, 2016 11:02 AM

Please add your general thoughts, critiques, and comments about the presentation in the box below.

love the title - very provocative!

👍 0 +

hammerj - Aug 16, 2016 11:03 AM

Please add your general thoughts, critiques, and comments about the presentation in the box below.

For this (comm talk practice) context I really want a "disagree" button in voting - "DO NOT DO THAT OH GOD NO"

👍 0 +

aato - Aug 16, 2016 11:06 AM

Please add your general thoughts, critiques, and comments about the presentation in the box below.





The PeerPresents System

| | Engagement | Quality | Reflection |
|--|----------------------------------|--------------------------------|---|
| Before feedback: Receivers write questions | Ownership of feedback | Elicit higher-quality feedback | Reflect on desired feedback |
| During feedback: Providers comment & vote | Multiple levels of engagement | | Capture all data, available to instructor |
| After feedback: Receiver reflection process | Team collaboration on reflection | Evaluate feedback quality | Structured reflection process |





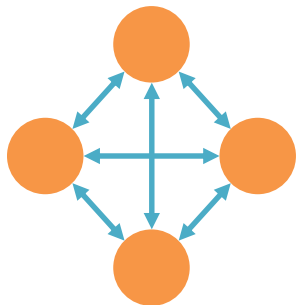
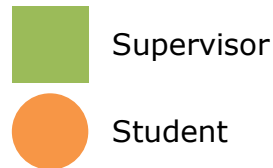
Your Method Here!

| | Engagement | Quality | Reflection |
|--|------------|---------|------------|
| Before feedback: How are peers prepared? | | | |
| During feedback: How do peers participate? | | | |
| After feedback: How do peers reflect? | | | |

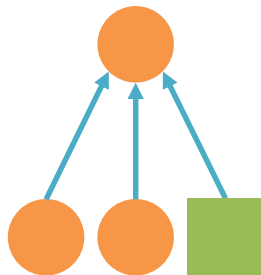




Formats for critique



Peer critique



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References (Expert Critique)

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References (Peer Feedback)

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McMahon, T. (2010). **Peer feedback in an undergraduate programme: Using action research to overcome students' reluctance to criticise.** *Educational Action Research*, 18(2), 273-287.

Nicol, D. J., & Macfarlane-Dick, D. (2006). **Formative assessment and self-regulated learning: A model and seven principles of good feedback practice.** *Studies in higher education*, 31(2), 199-218.

Shannon, A., Hammer, J., Thurston, H., Diehl, N., & Dow, S. (2016, June). **PeerPresents: A web-based system for in-class peer feedback during student presentations.** In *Proceedings of the 2016 ACM Conference on Designing Interactive Systems* (pp. 447-458).





Let's talk!

Want to have a longer conversation about expert critique?

Martin Pichlmair

mpic@itu.dk

Want to talk peer feedback strategies for *your* classroom?

Jessica Hammer

hammerj@andrew.cmu.edu

Want to try PeerPresents?

Amy Cook

amyshann@andrew.cmu.edu

